Internships and Academic Seminars

Associate Faculty Handbook

Updated Spring 2013
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Welcome from the Director of Academic Affairs

Dear TWC Associate Faculty Members:

This guide is designed to familiarize the instructors who teach in the academic course program as part of The Washington Center's Academic Internship Program with TWC's mission and programs, as well as the policies and procedures related to these courses. The Washington Center is unique in that it does not grant academic credit directly to students, but always serves as a partner to the home institutions of our participating students. In order to provide a high quality service to our students and their schools, we must maintain standards at least as high as those on today’s college campuses. This will help to ensure that the coursework completed by the students at TWC will qualify for credit at their home institutions, as well as serve their overall educational needs.

Essentially, we ask the faculty on our partner campuses to grant academic credit for courses that are taught elsewhere by instructors they are not likely to meet. That places the added burden on us to ensure that we provide the campus faculty with as much information about the course and what happens during the course to document what occurs and our students' accomplishments. This handbook provides guidelines that we believe will help each instructor meet those expectations.

The Washington Center’s challenge is thus to provide the best quality experience for students who are with us for a relatively short time period. We are proud that we have an exceptionally diverse group of students from all parts of the nation and from many countries around the world. They attend private and public institutions, live in rural, suburban, and urban areas, have a range of GPAs, and bring a wealth of diverse experiences and cultural perspectives that students may not experience at their home institutions.

The Washington Center has a proud history of preparing college students for lives of achievement. But today we face more challenges than ever in this work. In a tight economy, consumers question whether or not college is worth the investment. The accrediting agencies overseeing our partner colleges and universities are increasingly demanding evidence beyond mere grades on transcripts that students are learning what we set out for them to learn. In the face of these challenges, we believe that high-quality experiential education is more vital than ever before in transforming today's students into tomorrow's leaders. What is more, we believe that The Washington Center is well positioned to be a leader in this field. This Associate Faculty Handbook sets out our vision for facilitating this transformational learning and the vital role our Associate Faculty play in this endeavor.

We appreciate the fine quality of instruction that the associate faculty members bring to The Washington Center, and we look forward to an exciting and productive semester.

Sincerely,

[Signature]

Alan W. Grose, Ph.D.,
Director of Academic Affairs
The Washington Center: An Overview

History and Mission of The Washington Center

The Washington Center for Internships and Academic Seminars provides full-time academic internships and short-term academic seminars in Washington, D.C. for students from colleges and universities from across the country and around the world. The Washington Center was founded in 1975 by William Burke and Sheila McRevey Burke. Since its beginnings, over 50,000 students have participated in programs of The Washington Center. The Washington Center is a nonprofit educational institution. It is incorporated under the Nonprofit Corporation Act of the District of Columbia and is recognized by the Internal Revenue Service as an organization within the meaning of 501(c)(3) of the internal revenue code.

The Washington Center for Internships and Academic Seminars provides students with transformational experiences that foster academic and professional achievement, leadership and civic engagement.

Experiential Education and Transformational Learning

The learning that The Washington Center facilitates begins by immersing students in new contexts. These may include new professional settings, new civic settings, or even living and learning for the first time in an urban environment like Washington, D.C. We challenge them in these new settings to demonstrate a commitment to professionalism, and we coach them on approaching their process of making sense of these experiences with the rigor of an academic discipline.

The education we facilitate is also transformational in nature. Our students come to us already with vast amounts of prior learning and life experience. Our goal, therefore, is not primarily to teach them new information or new skills. Rather, we aim to enhance the frames of reference they bring to new experiences. We cultivate their habits of professionalism and help them to approach new challenges and opportunities intelligently and strategically. In this way, we hope also to bolster their confidence in their own abilities so that they can look beyond the goal of entry-level employment to the difference they want their career paths to make in their professional and civic lives.

Academic Seminars

During inter-session breaks, The Washington Center may sponsor a variety of academic programs that introduce special topics of study to college students during a one or two-week period. These seminars involve major lectures, site visits, briefings, small group discussion meetings, and other participatory activities. Among the academic seminars regularly scheduled each January are Inside Washington, which covers the weekly topics of “Politics and the Media,” “Congress and Public Policy,” or “The Presidential Campaign.” Every four years, TWC also stages academic seminar programs on the sites of the party nominating conventions.

Academic Internship Program

The flagship program at The Washington Center is the Academic Internship Program (AIP). TWC is the largest independent, full-time internship program of its kind in the Washington, D.C. arena. Literally thousands of Washington area organizations and individuals have been associated with The Washington Center since its founding.

When TWC was founded, internships in the Washington, D.C. arena were relatively novel opportunities. Today virtually every organization and governmental agency hosts interns. Internships are now also such a common part of most students’ college career that they may be considered the new entry level of the professional world. Though an internship in Washington, D.C. once usually meant work in a Congressional office, the Academic Internship Program at TWC connects students with internship opportunities a wide variety of sectors of the D.C. arena.
Students participating in the AIP also enroll in one of our programs focused on specific industry sectors in the Washington, D.C. arena. Their choices include, Political Leadership; Advocacy, Service and the Arts; Law and Criminal Justice; International Affairs; Media and Communications; Science, Technology and Society; and Business and Global Trade. TWC also offers a program for recent college graduates called the Post-graduate Professional Development Program, which focuses on building career readiness for recent college graduate. Additionally, TWC offers a few specialized programs that are funded for specific purposes either by corporate foundations or governmental agencies. Examples of these include the Ford Global Scholars Program, the Prudential Program and programs by which the Governors of various states in Mexico send early career professionals to Washington, D.C. for a specially structured academic internship opportunity.

The Academic Internship Program offers experiences during the 15-week Fall and Spring semesters and the 10-week Summer term. Occasionally, students might enroll in a slightly shorter Quarter term program.

**Commitment to Diversity**

From its inception, The Washington Center has devoted its resources to making sure that an internship placement in Washington, D.C. is accessible to a broad range of students from diverse socio-economic backgrounds. The Washington Center has both traditional and non-traditional aged students from both private and public institutions. Minority enrollment averages over 25% a year. An increasing number of international students participate in Washington Center programs, often reaching 20% per semester or term. TWC has significant student participation from a growing list of countries such as Mexico, Canada, Belgium, South Korea, China, India, Brazil and Panama.

The Washington Center is committed to equal access to its programs for all, regardless of race, religion, national origin, gender, sexual orientation, age, physical challenge or veteran status. All TWC programs attempt to include a rich diversity of students in order to enhance the educational experience for all participants.

**Commitment to Assessment**

Consistent with the growing demands on higher education to demonstrate its effectiveness, The Washington Center is also committed to assessing the effectiveness of its programs in providing the intended experience and achieving the intended student learning outcomes. In assessing program effectiveness, TWC employs a learner-centered focus.

Every program and every distinct component of a program at The Washington Center sets out intended goals and student learning outcomes objectives. Goals may be aspirational, relatively open ended and focused on the nature of the program. Examples might include the aim of introducing students to a particular field or discipline. Student learning outcomes objectives, however, should be specific, measurable and realistically achievable objectives that each student will accomplish or demonstrate by the end of the semester or term.

To achieve these intended learning outcomes, every program designs intentional learning activities for students to achieve these objectives. While faculty and educational staff should be engaged with students in facilitating these learning activities, the focus is on what the students themselves actually do. TWC believes that experience transforms only when that experience is something that students have actively done themselves, not when they are expected passively to absorb something that someone else is doing in their presence.

To assess student learning outcomes and program effectiveness, TWC looks to a variety of evidence as both direct and indirect indicators of student learning. Indirect indicators, which are most commonly used in educational settings, include such items as student surveys and grades. While these are indicative in some ways of the experience students had, they might reflect any number of factors that are not specifically related to the achievement of the intended learning outcomes. Direct evidence, by contrast, includes demonstrated performance on specific assignments. This might include a written artifact such as a paper, briefing memo or exam paper. Observations of other kinds of performance by qualified personnel, such as an internship supervisor's evaluation of professionalism or a critique of a oral presentation might also be considered direct evidence.
Academic Courses at The Washington Center

Overview and Context

The Academic Courses offered by The Washington Center are an essential component of the Academic Internship Program. As students reflect on their undergraduate education and look forward to their professional lives, it is extremely valuable for them to be actively engaged in academic study. Our Academic Courses are one of the many reasons the Academic Internship Program experience is much more than just an internship.

Student Profile

As described above, our students come from very diverse set of backgrounds. Academically, they are mostly undergraduate juniors and seniors. Domestically, our students come from a mix of public and private institutions (including some elite private institutions). Internationally, our students come from some of the best universities in their countries. Some of our international students are also graduate students.

Our students also come from a variety of different majors. Approximately 25% are political science majors. Significant numbers also come from international relations, history, criminology, communications, marketing and business majors, as well as many others.

The Washington Center’s minimum GPA requirement is 2.75. The average GPA of students is about 3.3. Some of our scholarship programs, however, are quite competitive. Additionally, some universities have a competitive screening process for the students they will support to attend The Washington Center. Thus, many students might have much higher GPA’s.

Most are of traditional college age (20–22), but an increasing number are in their mid-to late-twenties and occasionally older.

The Academic Internship Program

The Academic Internship Program is the flagship program of The Washington Center. Students join us for an academic semester built around their professional engagement in an internship in the Washington, D.C. area.

Three Main Components

The Academic Internship Component has three major components. There is the professional development experience associated with the internship, the academic course, and a collection of programming and engagements collectively known as the Forum on Leadership and Civic Engagement.

Internship and Program Activities

Participation in the internship-related components of the AIP experience at The Washington Center generally requires the following activities:

• Students generally work in their internship four and a half days (about 35 hours) a week (every day except Monday afternoons). Exceptions to this include some specially funded programs that feature additional curricular expectations.

• On Monday afternoons, The Washington Center plans additional program activities. These programs include speaker series, site visits, briefings, and small group meetings with our program advisors. These programs are designed to give students access to the unique learning opportunities available to them in the unique setting of Washington, D.C.

• Students in the Academic Internship program also participate in the Public Policy Dialogues on Capitol Hill program. This program facilitates meetings with students’ Congressional representatives or members of their staffs. International students, as well as some domestic students, might participate in policy briefings by members of Congressional committee staffs.

• Students are sometimes also required to complete additional assignments as determined by their campus liaison or faculty sponsor.
Civic Engagement Projects

Each participant in the Academic Internship Program must also complete a Civic Engagement project during their time with us in Washington, D.C. The objective in this requirement is for students to demonstrate and enact a commitment to civic engagement parallel to their growing professional development.

Each project must include three major components. First, there must be an educational component by which students become aware of issues or topics of public concern. This might involve policy briefings, public think-tank programs, or meetings with agencies working on the topic. Second, students must take substantial action, either in direct service or advocacy (or a combination of both). Typically, this component might require 15 hours or more of engagement. Finally, students must reflect on what they did and how that informs their view toward civic activity.

While students might plan their own project on an issue they particularly care about, The Washington Center also organizes projects in which they might take part. Though these projects are facilitated by TWC volunteers, the primary engagement is with agency partners working on the subject in question. Accordingly, students learn not just about the issue in abstraction, but also about how particular agencies attempt to make a positive difference.

Participation in TWC coordinated projects, thus, requires that students make a commitment from the beginning of the semester to the entire schedule of activities for the project. Like commitment to the internship and the academic course, this time commitment is a fundamental component of the Academic Internship Program experience.

The TWC Program Advisors

One of the most important individuals shaping the experience of participations in the Academic Internship Program is the Program Advisor at The Washington Center. The Program Advisor (PA) is the person responsible for the overall supervision and evaluation of each student. Each PA is responsible for up to 40 interns per term or semester. The PA guides students throughout the internship, assisting as a facilitator, counselor, and resource person. The PA guides students in the process of strategic self-assessment and reflection to make meaning of all of the diverse experiences they are having in their time here with us in Washington, D.C.

Some of the specific responsibilities of our Program Advisors include the following:

• Orienting and instructing the student regarding The Washington Center’s academic program requirements, professional behavior, and evaluation procedures;

• Providing guidance and feedback on professional development assignments, such as an Individual Development Plan (IDP), resumes and cover letters, informational interview assignments, and others.

• Visiting the intern’s placement over the course of the semester/term to discuss professional development and general experience with the intern and the internship supervisor;

• Being available to the site supervisor on a formal or informal basis to facilitate the progress of the intern at the placement site;

• Scheduling program specific learning activities to take place on Monday afternoons;

• Providing early warning intervention and notice to the home campus or liaison should there be any cause for concern that a student is not on a path to success in the internship or academic course;

• Providing evaluation materials to the student’s campus/faculty liaison;

• Providing a written evaluation of the student encompassing the overall internship experience, including an assessment of the student’s academic portfolio, site supervisor evaluations.

The Final AIP Portfolio

Over the course of the Academic Internship Program, students assemble a portfolio of assignments, work samples and related artifacts that document their different learning activities during the program. This portfolio serves as a vehicle for students to track their development over the course of the semester as they complete various assignments and learning experiences in Washington, D.C. At the end of the semester, it is also a platform for them to reflect more comprehensively upon their experiences and learning
so that they can make sense of what it all means for them and their futures.

The portfolio is itself turned in at the end of the semester and graded by our Program Advisors. TWC then transmits that portfolio to the student’s home campus with our various grade recommendations for the student for the semester.

Students currently submit all of their various assignments online in our online MyTWC system. In its current stage of development, MyTWC serves primarily as a platform for communication and collaboration between students and their Program Advisors.

**Academic Course Curriculum**

The Washington Center's commitment to a learner-centered focus means that our primary focus in designing learning activities for our students is on what our students will be doing to learn, rather than what we do as instructors. Framing a learner-centered approach, therefore, begins with a focus on the outcomes we want our students to achieve as a result of their engagement with us. Learning outcomes objectives might be articulated at a variety of levels, including even the program or institutional levels.

**Focus on Student Learning Outcomes Objectives (SLO’s)**

In our academic courses, we formulate specific student-level learning outcomes objectives. These are the objectives that articulate what we aim for the student to do or to become by the end of the specific course and as a result of the learning activities planned in that course.

**Three Kinds of Outcomes Objectives**

Since the Academic Internship Program at The Washington Center is experientially based, and since its dimensions include professional development and civic engagement, we ask that each course embrace three kinds of learning outcomes objectives as appropriate to the subject matter of the individual course. These areas are the following:

- **Knowledge.** What concepts, ideas, bodies of information, etc. will each student master or understand at the end of the course? These objectives might list kinds of theories, specific vocabulary related to a technical or disciplinary field, or even knowledge of the history of a particular field or subject.

- **Skills.** What kinds of skills will the students build, practice and demonstrate over the course of the semester? These might include skills of analysis, written or oral communication, reading of particular kinds of texts or genres (e.g., legal decisions, corporate or agency annual reports or budgets, etc.), or more technical skills pertaining to the subject of the course.

- **Civic Learning.** What are the social or normative considerations relating to the subject matter of the course? These objectives might include an ability to describe in detail diversity of perspective (e.g., on a particular political issue), the ability to distinguish normative assumptions (e.g., informing theories of international relations), or an ability to analyze problems according to accepted norms of professional ethics (e.g., journalism ethics).

As described below, these groups of learning outcomes objectives should be clearly delineated on the course syllabus as indicated in the syllabus template.

The learning activities and assignments in each course should be designed to help students achieve these objectives in specific ways. You might even consider planning your course around a curriculum map that lists each objective, the learning activities and assignments that achieve them, and your standards for measuring success in achievement of each. Typically, such a map would take the form of a table with a row for each learning objective and columns to distinguish learning activities, assignments and standards.

**Commitment to Evidence**

Importantly, success on each learning outcome objective should be demonstrable by specific and measurable evidence. For most objectives, this will be a written assignment such as an essay, analysis paper or exam paper. In some cases, such as skills of oral presentation, the evidence will be ratings on a specific performance. In these cases, appropriate standards of success at various levels should be distinguished and ratings from the instructor specifically according to
each standard would count as the evidence of level of performance.

Since The Washington Center does not award academic credit, but only makes recommendations regarding grades, it is particularly important that we describe our students’ performance regarding the outcomes objectives in the syllabus when we complete our final grade recommendation forms. Students will also include at least one work sample from their academic course within their final AIP portfolios. Some schools, however, might request to see all of the work completed in the course before awarding credit or a specific grade. More information on this is described below.

**AIP Program Assessment**

Since the Academic Course is a part of the larger Academic Internship Experience, TWC also aims for the Academic Course to contribute in an integrative way to the objectives of the Academic Internship Program.

**Program-Level Objectives**

Beyond the particular student learning outcomes objectives established in each individual course, TWC embraces two program level objectives intended to describe the substantive ways in which the Academic Course contributes to the aims of the program as a whole. These objectives are as follows:

- Students will demonstrate a commitment to professionalism in their pursuit of knowledge, development of academic skills and civic learning.
- Students will articulate a vision for the transfer of their academic learning toward a future of continued achievement (e.g., professional, civic or life-long learning).

Success on these learning objectives will be demonstrated in two fashions. Success on the first will be demonstrated by the Associate Faculty member’s final evaluation and grade recommendation, particularly as it comments on professionalism in participation and achievement in each area of learning outcomes objectives.

Success on the second objective, by contrast, will be accomplished through an additional final reflection that the students will complete as a part of their final AIP portfolio. This reflection will be facilitated and evaluated by our Program Advisors. The components of it, however, are described below.

**Work Sample(s) and Syllabus for the Final AIP Portfolio**

Beginning in the Spring of 2013, students will be required to include two items from the Academic Course in their final Academic Internship Portfolio. First, they will include a copy of their course syllabus. Second, they will be required to include at least one sample of their work from the course.

When students include their Academic Course work sample, they will include also a cover page that explains the nature of the work sample. This will include a statement of what they did and why they did it. Ideally, they will articulate the objectives of the assignment as it relates to successful completion of the overarching objectives of the course.

Finally, the last assignment for the semester in the Academic Internship Program is a Capstone Reflection. In this reflection, they will be asked to comment on how they plan to transfer their learning from their academic training toward other contexts, such as professional development, civic context or life-long learning.

The final AIP portfolio, therefore, becomes a particularly rich and important source of evidence for TWC and its college and university partners to understand the extent to which the learning experiences in the Academic Internship are integrative and transformative in nature (as opposed, e.g., to merely a collection of unrelated tasks).
Courses Policies and Procedures

Academic Expectations

The Washington Center maintains high expectations for its academics. At the same time, there are several unique features of the TWC program that demand careful crafting of the Academic Course experience. These include the demands on our students’ time from other components of our programs, as well as the fact that students come from such a wide range of home academic institutions.

Course Syllabi

Your syllabus is your “contract” with your student and should be as clear and precise as possible. Your syllabus, moreover, is also a subcontract in the agreement between The Washington Center and the students participating in our program who are enrolled in your course.

Your course syllabus is also the most important document faculty members on our partner campuses will have when they evaluate awarding grades and academic credit to our students. Many schools even request to review our course syllabi ahead of the semester as a part of their advising of students enrolling in our program. Additionally, all students are required to include a copy of their academic course syllabus in their final portfolio of their TWC experience.

Your syllabus, thus, is a very important document.

Syllabus Template and Requirements

As you plan your syllabus, please use the Syllabus Template distributed by the Director of Academic Affairs. This template is updated periodically to reflect changes in policies and procedures, etc.

As reflected in the Syllabus Template, all syllabi are required to include several specific items of information:

1. Course number and title of course
2. Instructor’s name and contact information (i.e., email, work phone, etc.)

3. A short bio or background information about the instructor, including educational background and degrees obtained
4. Full course description, including student learning outcomes objectives (reflecting the areas of knowledge, skills and civic learning)
5. Required reading list, including authors, titles, publishers, and editions
6. Recommended reading list (optional)
7. Description of course requirements, including the grading policy with relative percentage weights of each requirement, and due dates.
8. Weekly schedule of topics, readings and other assignments, and relevant due dates
9. Summary of any special policies, procedures, or expectations for which you will hold your students accountable
10. Your syllabus should also include the list of TWC policies, procedures and disclaimers included in the syllabus template.

Course Academic Requirements

Since the students come from a variety of institutions with different standards and expectations and since the students in your class may all be at different stages in their academic career or may not have the same academic major, an important general concern is consistency and transparency across the curriculum in terms of expectations, workload, and assignments.

While we recognize that each course is different, please use the following guidelines as you develop your syllabus. They are important to ensure that the faculty on the students’ home campus will have confidence that class time and assignments are indeed worthy of academic credit on their campus.

• Since the students are likely to have different levels of preparation, courses should be aimed at students who have completed their general education requirements, but not necessarily students who have completed specific advanced courses in their major. Courses with more specialized subject areas might be
more advanced in their general expectations. Listing specific prerequisites, however, will only limit the number of students who might be able to participate in the course.

- A reasonable amount of readings to assign is between 50-75 pages per week. This may vary from week to week, but students should complete the course having completed a fair amount of reading material. The amount of reading might vary also depending upon the difficulty of the reading material.

- Readings should generally vary in type and perspective. For instance, you might mix academic with technical sources. Some of our university partners do not approve courses for credit on their campus if the course relies only on a single textbook; they look for multiple lenses of analysis and interpretation for students to apply and evaluate. Courses should not rely exclusively on newspaper or magazine articles without balancing them with readings that involve critical analytical frameworks or theories, etc.

- We generally discourage long research papers that involve extensive research, since these usually fall due at the end of the program when students are pressured to complete assignments at work, for their program advisor, and possibly for their school. It is usually better to have shorter papers spread out over the course of the program. In the event that a longer paper is the goal of the course, the course should be structured around the writing process. For example, there should be staggered due dates for detailed proposals and drafts of the paper.

- Avoid exclusively “multiple choice” or “fill-in-the blank” types of examinations. While these types of questions may be relevant at times, always include analytical essay questions for the students. Sometimes a choice of questions is helpful when students are responsible for a lot of material. The goal of a good exam is to test more than students’ ability to remember a few bits of information.

- Class participation (i.e. attendance, involvement in class discussion, etc.) should not account for a very large percentage of the final grade. If it counts for more than 10%, there should be structured class activities on which students receive specific feedback and for which you maintain records to document this participation.

- Keep in mind that students may have limited access to research libraries while they are in Washington, D.C. Some will have access to the electronic resources of their home campus library. Other students might not even have this. They almost certainly will not have borrowing privileges at libraries in the D.C. area.

- We also urge faculty to consider interactive or participatory learning experiences such as simulations, role plays, and student presentations, whenever appropriate.

- The vast bulk of a student’s grade should be based on work that involves a written product such as papers, exams, reports, essays, etc. that the student could present to a faculty member on their home campus. Class participation, simulation evaluations, group presentations, etc. may make up the rest. This is extremely helpful for faculty on our partner campuses who wish to review the work for the semester before awarding credit or a grade.

- Try to space out the assignments. Students will have more work at the end of their internship. If they have completed a high percentage of their course requirements prior to the end, they will likely do better work. We strongly recommend that final papers and projects be due two to three weeks prior to the end of the semester or a week prior to the end of a ten-week term.

- Please keep in mind also that students will need to submit at least one of their course assignments for their AIP portfolio. This will help the student reflect on the meaning of their overall experience at The Washington Center, as well as assist us in our program assessment reviews.

**Books, Course Materials and Related Expenses**

In envisioning students’ fulfillment of our academic expectations, it is necessary to consider the resources that will be required for the in their learning.

- Students are told to expect to spend between $70-90 for books for their course. Courses that involve exhibits, performances, entrance fees, etc. may involve additional costs. Whenever possible
(preferably at the start of the course), please give students advance notice of any additional expenses.

- Please allow students sufficient time to purchase required textbooks or related course materials.
- If there are any course activities that will require additional expenses, please notify students early regarding these expenses. If possible, such expenses might be included in the course description in the Course Guide.

Course Management Expectations

In order to run a smooth program and best meet the needs of our students and their campuses, we ask that you observe the following policies and procedures over the course of the semester.

Syllabus Distribution Requirements

Given the importance of the course syllabus, please observe the following considerations to make sure that everyone is informed and up to date on the provisions outlined in your syllabus.

- Please submit a finalized copy of your syllabus to the course coordinator for TWC review at least one week before classes start. If the syllabus should change in a substantive way during the semester or term, please provide The Washington Center with an updated copy.

- Syllabi should be distributed during the first class session. Faculty should discuss the syllabus in detail, including policies and procedures (i.e. how attendance and participation will affect a student’s grade, penalties, if any, for late assignments, etc.) Changes in the syllabus during the semester should be avoided unless special circumstances warrant such changes. If an important change is made, please put the change in writing and distribute to the students, with a copy sent to the course coordinator.

- Although it is difficult for faculty to meet with students outside of regular class hours, we encourage you to tell students when you can arrive early or stay after class to be available to meet with students. Alternatively, emphasizing the use of e-mail or identifying appropriate times to call faculty would allow for greater ease of contact when needed.

Class Time Requirements and Policies

Though there are many criticisms of its validity as a unit for measuring academic worth, many colleges and universities and governmental and accrediting organizations still rely directly or indirectly on the Carnegie Unit to structure their policies regarding awards of academic credit. This is the rule that one credit hour represents one hour of contact time with a qualified instructor and two hours of out-of-class academic activity per week over a 15 week semester.

At The Washington Center, we advertise to our university partners that our classes will meet for three hours a week, once a week for 15 weeks in the Fall and Spring and 10 weeks in the Summer.

- Please take attendance at each class and keep an accurate record. If a student has missed two or more classes, please contact the Courses Coordinator, who will then notify the student’s program advisor.

- Class time should be used efficiently. Instructors (as well as students) should come prepared for a class that uses the full three hours effectively.

- You may schedule one or two 10 minute breaks or, if the class agrees, you can dismiss class early in lieu of a break.

- For the first class meeting, you should be prepared to use the full class time.

- In the event that your course engages students outside of normal class time, it is OK to adjust the normal class schedule. We do ask, however, that you keep us informed and demonstrate that the time spent in intentional academic activity is at least as much as our normal class schedule. Examples of these engagements might include Model UN simulations or field activities with structured assignments.

- In the event that you will require your students to attend meetings outside of your regularly scheduled class time, those meetings must be clearly indicated on your course syllabus AT THE BEGINNING OF THE SEMESTER.

- If you will not be using an assigned classroom space (because of a field trip, guest speaker, etc.), it is very important that you contact the course coordinator as soon as possible. You must keep the course
coordinator informed of any changes to your class schedule that affect classroom usage.

• Although classes do meet on some religious holidays, we prohibit faculty from scheduling examinations or key assignment deadlines on days where student observance would result in an absence from class. You may ask students who may be observant to let you know privately if there is likely to be a problem.

Policy on Holidays

Classes do not meet on most federal holidays. In advance of the semester, the Courses department will notify you of the holidays for the upcoming semester.

• In the event that there are two or more holidays affecting your class, we will consult with you about how best to build the requisite amount of time into your course schedule. These plans should be included in your course syllabus.

• Classes that meet on the evening before a major holiday (i.e., Wednesday before Thanksgiving, Fourth of July, etc.) have the option to reschedule the class.

• If you cannot attend a class due to observance of a religious holiday, please arrange for either a substitute instructor or reschedule the class for another time.

Weather-related Class Cancellation Policies

In the case of inclement weather, classes are cancelled if the federal government is closed (in which case The Washington Center is closed). As a general rule, TWC follows the closures of George Mason University’s Arlington campus.

• In the event of weather-related closings, TWC will notify the students via the MyTWC system and possibly other channels as well.

• TWC will communicate these cancellations also to the Associate Faculty via email.

Other Cancellations and Make-up Times

In the event that you do need to cancel a class, you will likely also need to schedule a make-up session. To schedule a make-up session for your class, reasonable measures will need to be taken to make sure that the make-up times will not pose an undue burden on the students or interfere with other internship or program commitments. Accordingly, please observe the following guidelines.

• The Washington Center is not responsible for notifying students if you must cancel and/or reschedule a class. (If you do cancel or miss a class or if you move the class location, you must notify the course coordinator of the situation.)

• Consult with the Courses Coordinator to make sure we will have space available to accommodate your additional meeting. Be sure to discuss any particular audiovisual needs you will have at that time.

• If your preferred make-up time conflicts with any other regularly scheduled TWC program activities, you will need to make alternative make-up time available for affected students. This might mean that you will need to hold two make-up sessions.

Support for Course Activities

Audio/Visual Equipment Requests

The Washington Center maintains classroom space at both of its buildings. The audio-visual equipment and support, however, varies by location.

At the beginning of the semester, we will survey you regarding your preferred classroom setup and endeavor to have this ready for you at the beginning of each class. If you have special requests after this time, please notify the Courses Coordinator and allow as much advanced notice as possible for us to coordinate with our staff.

At the RAF at 3rd and K Streets, NE:

• Each of the six main seminar rooms is equipped with two computerized panels. One is a “Smart Board”, which allows you to write on the board and save your class notes to a USB drive for future reference and adaptation. The other is a flat screen monitor. Both boards are driven by a Windows-based computer and are fully compatible with the full range of Microsoft programs. Both boards also have full internet access.

• Dry-erase boards can also be moved into the rooms, given sufficient advanced notice of your request.
• The staff team at the RAF also includes an IT and audio-visual specialist whose hours generally extend to cover your support needs at the beginning of your class period.

At the Academic Center on 16th Street:
• Our two seminar rooms here are equipped with Windows-based laptops that display on projectors in the room.
• These rooms also both have dry-erase panels in the room.
• Room set up is completed by our maintenance staff at the end of the afternoon prior to your class. We regret that we do not have IT staff available in the evenings to support courses in person.

Guest Speakers and Field Trips
• We do not have a budget to pay speakers, but will send a thank you letter on behalf of The Washington Center if provided with the appropriate information.
• If you do plan to have guests visit your class, please let the Courses Coordinator know so that we can let the appropriate desks know that guests are expected.
• If you plan field trips for your class, please post them in the syllabus from the beginning of the semester. Please be aware that field trips should not conflict with time spent in the internship or other regularly schedule program activities.

Reimbursement Requests
The Washington Center has a very limited budget. If you anticipate any expenses related to your class, please consult with the Director of Academic Affairs ahead of the semester to determine if any reimbursement will be possible. Appropriate procedures to process reimbursements will be discussed at that time as well.

The Course Selection and Enrollment Process

Several weeks prior to the start of a term, TWC produces and posts online the Course Guide document. This contains the course description and instructor profile for each course TWC anticipates offering for the semester. We assemble the Course Guide based largely on the responses we get to the call for Intent to Teach form submissions.

Then, within a designated window of time, students are asked to sign in online and indicate their top five preferences for their course assignment. Some courses might be open only to students enrolled in particular programs. In this case, the online system filters the choices the students have to select to include only the appropriate courses.

Once this process has concluded, TWC moves to assembling the rosters for the courses for the upcoming semester. We make every effort to place as many students in their first or second choice selection as possible. In a few cases, specialized processing might be granted if a student’s university liaison or faculty sponsor indicates a particular academic need for a specific course.

We generally cap our courses at no more than 18 students. If a course has sufficient enrollment, as determined by the Director of Academic Affairs, we schedule the course and assign a day and location for the class.

We notify students of their course assignment in the week or so prior to their arrival for the semester.

Add/Drop Process

Once students have been notified of their course assignment they will have the opportunity to request a change through our Add/Drop process. They may make requests via an online request form or by emailing us at Courses@twc.edu.

We process these requests on a first come first served basis. In the event that we are not able to accommodate a request, we will offer to place the student on a Waiting List for the course. We then fill available seats in the course based on the order in which seats were requested.

Enrollment Processes and Procedures

One of the most important set of procedures facilitated by the Course department is the process by which student indicate their preferences for courses. It is useful for Associate Faculty members to be aware of how these processes take place.
Associate Faculty Members may not add students to their course themselves. This must be done through the Courses Coordinator.

Attendance and Attendance Verification

Because full participation in an Academic Course is a requirement for our students in the Academic Internship Program, we exercise particular diligence in making sure that every student is accommodated and participating in class. Preliminary class rosters are given to faculty prior to the first class meeting. Since students can change their course during the first week or so, the final roster may not be issued until the second week of classes.

In order to manage proper class composition and student participation in our programs, we also ask that Associate Faculty observe the following:

• At the first class meeting the faculty should take attendance and note any discrepancies between the roster and actual class attendance. This practice should be followed throughout the semester as well.

• After add/drop has concluded, we will distribute an Attendance Verification Roster to all faculty members. This is an audit function to make sure that all students are attending the courses reflected in our records. Please follow the instructions included with the Attendance Verification Roster and return them to us promptly.

Audit and Second Courses Policies

The Washington Center does not permit students to “audit” courses. We require full participation of our students in their assigned Academic Course. This is true even if the student is not receiving credit for the course on their home campus.

Similarly, The Washington Center does not permit its staff to audit courses. All requests for a staff member to visit a course should either come from the Courses department or be referred to the Courses department.

Students may under special circumstances enroll in a second course at no extra charge. We accommodate second course requests according to the following guidelines:

• If a student has a particular academic requirement to take two courses, we ask for the student’s university liaison to email us with a description of that need. Occasionally, e.g., students need the extra course in order to have enough credits to graduate at the end of the term.

• For all other students, we will make seats in second courses available only after the beginning of class and only as open seats are available.

Evaluations of Student Performance

Because The Washington Center is always a partner to our students’ home institutions in their educational achievement, we monitor our students’ progress carefully over the course of the semester and provide detailed evaluations to the home campuses.

Midterm Evaluations

At the middle of the semester, TWC will request of you an update on the progress and performance of each student in your class. In the event that a student is not making satisfactory progress, we will notify the Program Advisors and possibly the student’s home institution. If at all possible, we do not want a home campus to be surprised at the end of the semester if a student is not doing well in an Academic Course. It is particularly important that we have at least some substantive written work from each student as a basis for this midterm evaluation.

We will employ two forms in particular at this point in the semester.

• A midterm evaluation roster will be distributed by the Courses Coordinator. On this roster, we request that you indicate the rough grade estimate on work to date and the number of absences to dates.

• For students who are at risk of earning less than a C in the course or for students who have already missed two class sessions, we will request a more detailed Midterm Evaluation. This form will be forwarded to the Program Advisor and possibly the student's campus liaison or faculty sponsor.

Final Grade Recommendation Policies

At the end of the semester, we provide our partner institutions with a detailed evaluation of the student’s performance and specific recommended grade for the Academic Course. Because The Washington Center
does not actually award credit or grades, it is important that these recommendations contain sufficient detail for the home institution also to evaluate their students’ performance. Even though an institution might not award the specific grade we recommend, this grade is still important for other reasons at TWC.

We request that you be observe and be aware of the following considerations:

• Final grade recommendations should be submitted to the Courses Coordinator within one week of the last class or sooner if possible. Timely submission of grades is a critical component of our services to college and universities.

• Each evaluation should recommend a specific grade for the students.

• Please discourage students from requesting a grade of “I” (incomplete). However, if a student is unable to complete the work due to unforeseen circumstances (i.e. unexpected internship travel, extended illness, etc.), then you must work out a written agreement for completion of the missing work. Otherwise, missing work should be counted as a zero and averaged in as outlined on your syllabus. Incomplete agreements should include a final completion date that is no later than 6 weeks past the end of the term/semester.

• Students who receive financial assistance from The Washington Center are required to achieve a grade of “C” or higher in their course and all other graded components of their program in order to remain eligible for the financial assistance, whether or not they are receiving academic credit.

• Some students might not be earning credit for the course on their home campus. Full participation in the course, however, is required. These students will still receive a recommendation for a specific final grade. We do not award pass/fail grades or permit “audits.” If a student chooses to participate sporadically they should be graded accordingly at both the midterm and final grade evaluation.

• Once grades are received by Enrollment Services, they are processed and readied for mailing to the students’ home institutions. Students who have a remaining balance will have their grades withheld until payment is received. We therefore ask that you do not provide students with their final grade evaluations. Any requests for grades by the students should be referred to their campus liaison or The Washington Center.

• Early grade Requests: Some students who are graduating or whose campus requires a grade at a certain time prior to the end of the term/semester may request an early grade evaluation. Such requests must be completed by the campus liaison by filling out an Early Grade Request Form that is to be signed by their campus liaison. The instructor will be notified of any such requests. It is the student’s responsibility to make the appropriate arrangements with his/her instructor to ensure that a grade can be assigned to meet the school’s early grade request deadline. If you have questions about this, please contact the course coordinator.

Grading Standards

With students as diverse as those in this program, it is obvious that they are used to different sets of grading standards. Also, for many students, working almost full-time and taking an evening course is a new experience, yet many truly look forward to their classes. The Washington Center encourages you to have high standards in your classes. Assignment and course grades should be tied closely to demonstrated achievement with respect to the specific outcomes objectives for each. To the extent possible, these grades should also correspond to explicitly articulated descriptors of performance levels. Thus, grading rubrics are helpful tools in assessing and evaluating student performance.

Above all, grading standards should be clearly articulated and occasionally reviewed as to not become a “guessing game” for the students. Students should be kept informed of their progress (hence the midterm evaluation of students). Moreover, students should receive written feedback on their assignments such that they have the opportunity to learn and improve. Also, it should be made clear to students that their grade is based exclusively on their work product and not on the basis of their ideological views or philosophical differences with the instructor or others in the class. Faculty should be respectful of students’ identities and political views.
**Course Evaluation**

The Washington Center is very interested in maintaining a high level of quality in its course offerings. Accordingly, we conduct various types of evaluations of our courses.

**Student Evaluation Procedures**

At midterm and the end of the semester, TWC will conduct student evaluations of their experience in the courses.

- At the midterm, all students complete a brief evaluation survey. TWC will endeavor to tabulate the results of these surveys quickly and return them to the Associate Faculty member in time for them to be useful.
- At the end of the term, students complete a more comprehensive evaluation of both the course and the instructor. TWC will endeavor to tabulate the results of these surveys and communicate them to faculty after grades have been submitted.
- Specific instructions for completing these evaluations will be distributed with the evaluation forms. It is important that these instructions are followed carefully. In particular, faculty members should leave the room when students are filling out the forms, and a designated student should be responsible for returning the forms to TWC as instructed. To protect the integrity and students’ confidence in the process, faculty members should not have custody of these forms after they have been distributed to the students.

**Class Observations**

The Washington Center director of academic affairs or other designated member of the TWC staff may make a class visit to classes. Usually class visits are scheduled in advance. After the visit, the director of academic affairs will provide feedback to the Associate Faculty member on observations.

Class visits are also very helpful ways for us to keep in touch with our course offerings. This helps us to represent our courses for accurately to students and their faculty advisors when they are considering courses they might wish to participate in at TWC.

**Code of Conduct and Grievances**

The Washington Center also provides procedures to address problems that either the faculty member or student feels cannot be resolved satisfactorily within the context of the class.

**Code of Conduct**

TWC maintains a Code of Conduct for all students participating in any of its programs. Policies directly related to Courses are included in the TWC Policies section of the syllabus. These policies reflect both academic misconduct and expectations of professional behavior.

- Plagiarism is one of the most common forms of academic misconduct. Plagiarism happens whenever a student copies work and does not give fully adequate documentation of the sources. Plagiarism is grounds for failure for the assignment or the course. If plagiarism is demonstrated to have taken place, the faculty member should consult with the director of academic affairs. It will be the instructor’s responsibility to determine the appropriate sanction, within TWC’s established procedures. This should be communicated to the Courses department. Findings of incidents of plagiarism or other forms of academic misconduct will be communicated to both the Program Advisor and the student’s home university.
- Disruptive behavior is the most common form of behavioral violation of TWC’s expectations of professionalism. Disruptive behavior may be either passive or active. Passive disruptive behavior occurs when students are visibly disengaged with the course in a way that becomes noticeable or distracting to either the instructor or other students. Active disruptive behavior is any action that attempts to undermine the environment of teaching and learning. Incidents of disruptive behavior to be communicated to the Course department. We may communicate situations to the Program Advisor for coaching on professionalism. In consultation with the instructor, we might also pursue a formal incident report that might trigger sanctions under the TWC code of conduct.
Grievance Processes

As noted also below, in the event that a student is dissatisfied with his or her experience in the course or the course grade, that student might raise the concern to the Courses department at TWC.

- Students will be advised that if they have a problem with the instructor, the course material, class format, or other aspects of the course, they should speak to the instructor first.
- If that is not possible or they choose otherwise, students should speak with the course coordinator who will arrange a conference in consultation with the director of academic affairs. If students wish to make a formal complaint, they must submit it in writing to the course coordinator, who will then advise the director.
- The director of academic affairs will evaluate the nature of the grievance and consult as appropriate with the Associate Faculty member.
- In the event of a challenge of a grade recommendation, the director of academic affairs will request a written statement of what grade the student believes he or she should have received under the policies set out on the syllabus or the assignment in question. This statement should also include a statement of the error the instructor has made. The director of academic affairs will then determine if that case is justified. The director of academic affairs will not, however, review work to determine if some unspecified higher grade is warranted.

Faculty Relations

Associate Faculty Contract

The Washington Center offers courses on a semester by semester basis. An Associate Faculty Agreement will be issued each semester a course is offered in the Academic Internship Program at TWC. This agreement provides specific provisions for the semester, and Associate Faculty should review the agreement carefully each semester.

In addition, please observe or be aware of the following considerations:

- Please do not commit to teach a course if you know you will miss more than two classes per term/semester.
- In the event that you move or otherwise change your address or contact information during the semester, please make sure to keep TWC updated. We might request that you resubmit W-9 or related forms for our finance department.
- Stipends are paid in one payment at the end of the semester upon satisfactory fulfillment of the items specified in the contract.
- Method of distribution of stipends (i.e., whether the check will be mailed or held for pick up in person) may be coordinated with the Courses Coordinator.

Associate Faculty Member Involvement in Washington Center Program Activities

Members of the Associate Faculty of The Washington Center are very welcome to participate in many of the AIP program activities, including speaker events such as the Simpson-Mineta Leaders Series or the Roundtable on Civil Society and Social Responsibility or events. We will attempt to send you information about some of these events, but for information about specific upcoming events, please contact the courses coordinator.
Important TWC Policies for Associate Faculty

Disability Services

The Washington Center’s goal is to ensure students with disabilities are equipped with the tools necessary to complete their classroom and workplace responsibilities. TWC is committed to upholding and maintaining all aspects of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and make every effort to accommodate reasonable requests and services.

As defined by the Americans with Disabilities Act of 1990, the term disability means, with respect to an individual: a physical or mental impairment that substantially limits one or more of the major life activities of such individual; having a record of such an impairment; or being regarded as having such an impairment.

Categories of disabilities included: mobility and dexterity, visual, deaf and hard of hearing, speech, cognitive or developmental, learning, psychiatric, hidden and temporary.

Disability services information is available online at: http://www.twc.edu/accepted/disability-services.

TWC’s Disability Services Coordinator is available at disabilityservices@twc.edu. As needed, the coordinator will be able to organize such services as note takers, readers, sign language interpreters, etc. The coordinator may ask faculty members for assistance in finding a note taker or to help accommodate other needs.

Statement on Syllabus

Please include in your syllabus and be aware of the statement in the TWC Policies section of the syllabus template.

Laws and Regulations

The ADA and the 504 regulations are equal opportunity laws that ban discrimination on the basis of disability. There are no quotas, no guarantee of jobs, diplomas, grades, etc.

Responsibilities of the Students

Students with disabilities have the responsibility to: self-identify concerning disability status to the senior program coordinator of Disability Services and the faculty member; provide disability documentation that is age appropriate; and request necessary accommodations.

Responsibilities of Faculty Members

Faculty members have the responsibility to work with Disability Services and the student to provide authorized accommodations in a reasonable and timely manner. Faculty members should meet with students who request accommodations to establish the means of providing accommodations.

When talking with students, please make sure that they have contacted Disability Services prior to talking with you; if they have not, please refer them to disabilityservices@twc.edu.

To ensure access to videos for students who are deaf and hearing-impaired, plan ahead and make sure that your videos are closed captioned. Please contact Disability Services with questions.

Tips For Academic Success

• Treat each person as an individual: Remember that disabled students are students first; disabled second. When talking to a person with a disability, look at and speak directly to that person, rather than through a companion or attendant.

• Use person first language: When referring to a person with a disability, make a reference to the person first, then the disability. Use terminology such as “a person with a disability” rather than a “disabled person.”

• Do not lower expectations: Be somewhat flexible about attendance and promptness, but hold the same standards for students with disabilities.

• Provide alternative formats: Also provide information in several types of alternative formats (tapes, Braille, diskette, CD). Hand out written lists of technical terms for students who are deaf or hard of hearing.
• **Service animals:** Do not touch a service animal, or the person the animal assists, without permission. Noises may distract the animal from doing his/her job, and feeding the services animal may disrupt the animal’s schedule.

• **Special needs:** Ask your students to clarify any special needs they may have at the time they are needed. Be sensitive to “non-visible” or “hidden” disabilities and ensure access to out-of-class activities for all students. Faculty should also be aware that a disability might be the reason behind students’ use of recording devices during class.

• **Be patient when listening:** Listen attentively when talking with a person who has a speech impairment. Keep your manner encouraging rather than correcting. Exercising patience rather than attempting to speak for a person may be helpful. When necessary, ask short questions that require short answers or a nod or a shake of the head. Never pretend to understand if you are having difficulty doing so.

• **Deaf/hard of hearing:** To get the attention of a person with a hearing impairment, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, naturally, and slowly to establish if the person can read lips. Not all individuals with hearing impairments can lip-read. Those who can will rely on facial expressions and other body language to help in understanding. Show consideration by placing yourself facing the light source and keeping your hands away from your mouth when speaking. Shouting probably will not help conversation, be prepared to offer a visual cue to a hearing impaired person or an audible cue to a vision impaired person, especially when more than one person is speaking.

• **Mobility issues:** When talking with a person who uses a wheelchair or scooter for more than a few minutes, use a chair whenever possible in order to place yourself at the person’s eye level; this facilitates conversation. Do not move a wheelchair, crutches, or other mobility aid out of reach of a person who uses them. Also, do not push a mobility aid without first asking the occupant if you may do so, do not lean on a person’s mobility aid when talking, and do not pat a person who uses wheelchair or scooter on the head. Make sure that audiovisual equipment does not block the view of people who use accessible seating; clearing the aisles of excess debris for the use of mobility aids may be useful. Be alert to the possible existence of architectural barriers.

• **Explain Slides and Pictures Shown:** To accommodate individuals with learning disabilities and vision impairments when using presentation slides, be sure to explain what is on the slide. Highlight points and convey enough information to describe pictures to someone who has no vision.

## Standards of Conduct

At The Washington Center, we expect our students to demonstrate high levels of professionalism in their work in their Academic Courses. This includes the expectations outlined below.

The TWC Policies section of the Syllabus Template also contains policies of which faculty member should be aware.

### Professional Behavior and Attitude

Associate Faculty are expected to conduct themselves with a high degree of professionalism. This includes, but is not limited to: dressing appropriately, providing for a timely return of papers and assignments to students; respecting students as individuals; refraining from derogatory remarks to students about other students, classroom facilities, jokes or off-hand remarks that could be culturally sensitive in nature, The Washington Center staff or other persons or entities. Faculty should conduct themselves in a fashion so that students who hold certain personal beliefs are not singled out or made purposely uncomfortable for holding those beliefs or values. Comments about personal matters such as student dress or appearance that may be misconstrued should also be avoided. Setting an example of professionalism is an important role for associate faculty.

### Professional Dress

We strongly encourage students to be professional at all times, and therefore encourage you to set an example for students by dressing professionally when teaching. While that may not always mean a coat and tie for male faculty, all faculty should avoid jeans, shorts, T-shirts, short skirts, tank tops and flip flops. While you are teaching, you represent The Washington Center and
Academic Misconduct

The Washington Center seeks to further students’ educational and career goals. Since academic credit is usually available for our programs, we offer a quality experience for students to develop their intellectual, professional, civic and social skills. We expect students to take personal responsibility for their education, and therefore to submit original reports, essays and evaluations, as required. Timeliness and reliability are also required of their participation in all program components. Whether they are at their placement, course, a breakfast program, a lecture, a site visit, or involved in other academic components, students are representatives of The Washington Center and their college or university, and are expected to act with the highest degree of professionalism.

Students are expected to fulfill all academic requirements outlined by program advisors, agency supervisors, associate faculty members, and program coordinators. Students are expected to follow the work schedule of other employees at their placement, not of their college or university or The Washington Center. Interns are expected to notify The Washington Center if they will miss work for more than two consecutive days due to illness or other causes and to receive appropriate permission. This includes any early departure at the end of an internship semester or term. If students tell you that they will not be attending the last class of the semester or term, ask them if they have received proper permission from their program advisor and campus liaison. Students should take the responsibility to keep their liaison and Washington Center program advisor informed of any missed days of work. Incidents of misconduct may be reflected in a student’s final evaluation or grade and will be reported to the campus liaison and Washington Center program advisor or other college officials. This may result in expulsion from The Washington Center’s Internship Program or Academic Seminar and will be maintained in a permanent file.

Academic Misconduct Includes But Is Not Limited to the Following Acts:

- **Plagiarism:** the use of ideas or writings of another as one’s own. Students are expected to submit original evaluations, essays and papers, and to cite all appropriate sources. If requested, students should be prepared to provide original notes, previous drafts, or other materials to indicate original research or intellectual ownership of an assignment.
- **Cheating:** the use of notes or books when prohibited, and the assistance of another student while completing a quiz or an exam, or the providing of information to another individual for this purpose, unless such collaboration is approved by the course instructor.
- **Falsification:** the improper alteration of any record, document or evaluation.
- **Obstruction:** behaving in a disruptive manner or participating in activities that interfere with the educational mission of The Washington Center at lectures, courses, meetings or other sponsored events.
- **Absenteeism:** the chronic failure to attend program components (including the internship, internship courses, or other scheduled activities) without a valid reason or prior notification.
- Any other act of academic dishonesty.

If you suspect a student of any of the above infractions, please document the infraction and contact the course coordinator. It is the instructor’s discretion to impose an appropriate penalty (i.e., failure for the assignment, or failure for the course). The Washington Center reserves the right to impose additional penalties, including expulsion from the program. A hearing regarding these charges may be held at the request of the student. The Washington Center will notify the home institution with any found act of academic dishonesty; and the student’s institution many sanction as well. Since The Washington Center does not grant academic credit, the grade received in a course is only a recommended grade sent to the student’s campus liaison. Thus, additional avenues of appeal may be available to a student on the home campus, depending upon how the campus liaison interprets The Washington Center’s associate faculty member’s grade. In all academic matters, the director of academic affairs...
is the final arbiter regarding the responsibilities of The Washington Center in these matters.

Student Grievances

Students will be advised that if they have a problem with the instructor, the course material, class format, or other aspects of the course, they should speak to the instructor first. If that is not possible or they choose otherwise, students should speak with the course coordinator who will arrange a conference in consultation with the director of academic affairs. If students wish to make a formal complaint, they must submit it in writing to the course coordinator, who will then advise the director.

Sexual Harassment

The Washington Center does not tolerate sexual harassment. The Washington Center is committed to maintaining a working and learning environment that is free of intimidation, fear, coercion, and reprisal. Sexual harassment by Washington Center staff, including associate faculty members, is prohibited. Should a student charge an associate faculty member with sexual harassment, the sexual harassment employment policy of The Washington Center will be implemented.

As a precaution, The Washington Center strongly advises instructors to avoid using inappropriate language or jokes of a sexual nature in the presence of students and to avoid situations that may lead a student to possibly misconstrue one’s intentions. This includes socializing with a student outside of the academic/professional setting or spending time alone with a student after class. As a precaution, faculty are urged not to engage in any touching of students except for an occasional handshake to avoid any misunderstandings.